BRIGHAM YOUNG UNIVERSITY

THE EAGLE'S EYE

Tribe of Many Feathers

Oct 76

BYU Coed Crowned Miss Navajo 76-77

Coed Rosita Tsosie, 23, of Kayenta, Arizona, was chosen Miss Navajo 1976 at the Navajo TribalFair held in Window Rock, Arizona.

Miss Navajo for 76-77 is a graduate of Mesa High School, Mes, Arizona, and a senior at Brigham Young University.

The crowning of Miss Tsosie was preceded by naming of the attendants, and a presentation by former Miss Navajo, Angela Barney.'75-'76.

Attendants for the Miss Navajo title were as follows: Third Attendant, Elaine Stewart, Miss Fort Defiance; Second Attendant, Lena Mose, Miss Chinle; and Miss Eastern Navaio Orlinda Platero, First Attendant. Orlinda is also a coed of BYU.

Scholarship Grant Goes To Ute Indian

Vida Jean Jazzie, a Ute Indian from White Mesa has been granted the Ella Franklin Scholarship for the 1976-77 school year. The amount of this award is $720.00 and it is to be used to help her with her school expenses.

Vida attended Bountiful High School where she was Vice-President of the Indian Club. She graduated from Bountiful High School on May 26, 1976. At this time she also received her graduation certificate as a nurse's aid. She attended the summer orientation June through August 1976 and is looking forward to her education experiences of the 1976-77 school year at BYU.

Indian Ed. Department Designs New Program

The Indian Education Department at Brigham Young University has designed a new program for Indian and non-Indian students -- the Native American Studies Minor. It was developed to aid students of various backgrounds so that they may become more aware of the heritage of the American Indian. Through this contact, better understanding and cooperation is achieved.

The program consists of a wide variety of classes, everything from Rural Economics to Racial and Minority Group Relations. Along with the new minor, several new Indian Education classes have also been added. This semester's new classes are: Introduction to Indian America, Introduction to Indian Education, and Indian Oral Traditions.

Since the minor has a variety of interdepartmental courses, the student can select classes to give him a general background, or he can combine classes for an in-depth study in a specific area.

The requirements for the Native American Studies Minor are a total of 18 hours, in addition to a regular major. These 18 hours are to consist of 3 core classes, totaling 9 hours. The core classes are: Introduction to Indian American, 101; Contemporary Indian Affairs, 107; and Introduction to Indian Education, 323. The remaining 9 hours consist of any elective classes chosen from the other departments.

Some of the other departments that are involved with the new minor are: Art and Design, which teaches a ceramics class; Anthropology, concerning "Native People of N.A." and "The N.A. Indian Today," History involving the "Indian in Amercan History," "American Westward MOvement to 1825, and after 1825," and "The Hispanic Southwest." Other departments assisting are the Linguistics Department with various Navaho classes, and the Political Science Department with an Indian Tribal Government class.

Native American Studies Minor

Outstanding Resources In Indian Ed's Personal Service's

If you are an American Indian, and a student at the Brigham Young University, the likelihood that you will graduate is five times greater than if you were attending another college or university. It is no accident that your chances of graduating are so good. To begin with, you were screened through a selection process that determined that you already have good success potential. But beyond that, you have some outstanding resources available to you. If you tap these resources and learn to make them work for you, success is assured and you will be a winner.

One of these resources is fundamental to making use of the other resources available through the Indian Education Department, which is in the College of General Studies of the University. That resource for Indian students is the Indian Personal Services section which is within the Indian Education Department. The section is primarily a counselling resource for the students with personal or career needs, tutoring and even health and employment needs.

If you feel lost, can't get along with your roommate or have other personal problems, come in and experienced counselors will help you--i.e., they won't help you fight your roommate, but they will help you see how to go about being less grouchy and more happy.

Do you want more information about what major in school to choose? Do you want a little help to decide what career employment opportunities are available within your area of wishes and abilities? Success in anything comes from aspiring to succeed, but there is no success without aspiration, and no aspiration without awareness. Come in and let Personal Services staff make you aware of options open to your interests and talents.

How about a little extra help surviving an English class, or any class? Don't wait till mid-semester--or later. Come in and let Personal Services get you in touch with a tutor. But you won't fail if you stay close to the Indian Personal Services Office.

Perhaps you are concerned about health services for yourself or your family? Do you need part-or full-time employment? Let the Services Office lend a hand. Now, there is no program that will do it all for you, There will always be a few things we want to do ourselves.

Nevertheless, the Indian Personal Services Office is set up to be a primary resource for BYU American Indian students who may utilize that resource to assure success in their personal lives so that academic success may be confirmed from the resource that is the total university.

The general counselors in the office are Robert Westover, John Rainer, Windy Stewart, and Jim Peterson. Keith Azbill will help you resolve health service problems, and Jorge Hernandez will help you find employment.

See Requirements For Native American Studies On Page 3

Bill Calls For Human Rights Commission

A bill calling for the creation of a state human rights commission has been drafted and will be introduced in the 1977 North Dakota legislature, according to Gary Cardiff, civil rights officer for the North Dakota social services board.

Cardiff, who is also a member of the ad hoc human rights committee writing the bill, said North Dakota is one of about five states without a human or civil rights law. The state has had to depend upon federal laws and agencies, such as the Department of Health, Education and Welfard (HEW) and the Department of Housing and Urban Development (HUD) to handle discrimination complaints.

Juanita Helphrey, state Indian affairs commissioner and ad hoc committee chairperson, said, "It is costing the state money to go to the federal people to come in and investigate discrimination complaints," Humphrey added, however, the bill covers only state employees.

The bill calls for the creation of a human-rights commission consisting of nine members, eight of whom will be appointed by the governor with the consent of the state senate. The commission must include at least two members of a minority, not have more than four appointed members of the same sex, and not have more than four appointed members from one political party. The ninth commission member will serve on the governor's council on human resources as executive committee chairperson. All commissioners must be residents of North Dakota.

The bill defines discrimination as "any direct or indirect act or practice of exclusion, distinction, restriction, segregation, limitation, refusal, denial or any other act or practice of differentiation or preference in the treatment of a person because of race, color, religion, national origin, sex, age, marital status, disability, or status with regard to public assistance."

The commission will have the authority to investigate complaints and to initiate legal action to obtain court orders calling for the enforcement of their recommendations.

The ad hoc human rights committee is also forming a grass roots movement called Rights of People (ROP) which will have ordinary citizens serving as liasions with specific groups. The liasons will explain the functions of the human rights commission in an effort to get feedback from the community.

Indain Congress To Convene In Utah

The Thirty-third annual convention of the National Congress of American Indians will take place October 18-22, 1976 at the Salt Palace, Salt Lake City, Utah, according to a call for the convention from Mel Tonasket, president.

All member tribes, individual Indian members and associate members who have paid their dues and are in good standing are invited to send delegates.

Individuals and tribes not presently members are invited to join NCAI and attend the convention.

Tonasket has advised the members that "proposed amendments to the constitution must be forwarded to the members of the central office of the NCAI not later than two months prior to the convention."

Senecas Receive Grant

The Seneca Indian Nation has received a $190,000 grant to encourage growth of tourism and create jobs on the Allegany Reservation.

The grant, from the Economic Development Administration, will be used to construct a museum and tourist center at Salamanca. The center will include six exhibit rooms and four rooms for use as the Seneca Nation Museum.

Patterson Appointed Inian Affairs Aide

Bradley Patterson has been named White House aide to the President, on Indian Affairs. The announcement was made in a memorandum from President Gerald Ford to his cabinet, stating Patterson's taks would be "to improve the coordination among federal agencies with programs that serve the Indian people. '1

Patterson has been involved in Indian affairs in the Nixon administration, and had a part in negotiations with the occupiers of the BIA building, and the occupation of Wounded Knee in 1973. He is well known to Indian people in Washington, D.C.

Self Determination-- Not Compensation Say Native Canadians

The "Dene" of Canada's Northwest Territory have refused a cash settlement of more than $3 billion for 450,000 square miles of land they laid legal claim to in 1973.

The Dene (pronounced: Dennee) is the name by which 16,000 Indians and Metis of the Northwest Territory refer to themselves. Dene means "the people" in their own Athapaskan language.

The 450,000 square miles of land constitute one-third of the N.W.T., which the Dene say belongs to them. They base their claim on the fact the lands were acquired by the Canadian government by deceptive means.

The grounds for claim the land belonged to the Crown because it was surrendered by the Indians in two separate treaties signed in 1899 and 1921.

The Indians took the case to court, and won a landmark decision in 1973. Mr. Justice Morrow of the Supreme Court of the Northwest Territory ruled that the Indians had a legal claim to the land because the government had not stated their intent clearly in the treaties.

In exchange for 450,000 square miles of land rich in mineral wealth, the Canadian government gave the Indians fish nets, ammunition, fishing and hunting rights on the land, the sum of $5 per head per year, and the promise set aside one squard mile per Indian family of five.

The Dene were not told what was in the treaty; they were merely told to sign. Morrow cited this in admonishing the government for failing to protect the rights of the Indians.

The Canadian government has appealed the decision. Recently, however, the Minister of Indian Affairs, Judd Buchanan, offered the Dene between $3 and $5 billion to settle the matter, but the Dene refused.

The Dene want ownership of the 450,000 square miles of land in order to insure their right to self-determination. As property owners and citizens, they would be able to control local governments, industrial development, and the schools.

There are oil fields and several mining operations on the disputed land that would become the property of the Dene. Although they have said these operations may continue, the rents from them would generate the development of Indian communities in the Northwest Territory.

Economic and social improvements are extremely important to the Dene. The life expectancy of the average Indian is 36, compared to 62 for non-Indian. The Inuit (Eskimo) lifespan is just 20 years.

Ninety percent of native children drop out of school before grade 12, with many never reaching high school.

Seventy-five percent of Canada's native population have yearly incomes of less than $2,000. One-third rely upon some form of welfare for all or part of their income.

The Dene have been aided in their legal battle by the Indian Brotherhood of the Northwest Territory which recently received a $140,000 grant over a two-year period from OXFAM-Canada. The Brotherhood is an Indian political organization, founded in 1970 that represents 8,000 treaty or status Indians in the N.W.T. in their dealings with the territorial and federal governments.

President of the Indian Brotherhood, James Wah-shee, summed up the importance of the Dene action by saying, "We are proposing a solution which could be a source of pride to all Canadians and not an expensive tax burden; for ours is a truly "developmental" model in the widest and most human sense of the word. It allows for the preservation of our people and our culture; and it secures our participation as equals in the future economy and society of Canada."

Memnominee Receive $6 Million

Secretary of Commerce Elliot Richardson has announced approval of two grants totaling $6 million to help carry out an economic adjustment program and save 300 jobs on the Menominee Indian Reservation in Wisconsin.

The grants were approved for Menominee Tribal Enterprises by the Commerce Department's Economic Development Administration and the Upper Great Lakes Regional Commission.

The $5,580,000 EDA grant was approved under Title IX of the Public Works and Economic Development Act authorizing funds for special economic development and adjustment assistance purposes.

The money will be used to renovate the tribal enterprise's sawmill at Neliput to help assure the continued operation of the facility and the employment of 300 tribal members.

The Upper Great Lakes Regional Commission approved a $150,000 grant to provide technical assistance in connection with the sawmill's renovation, the installation of new equipment, management programs,and re-training of employees to operate the new equipment.

In addition to protecting the jobs of 300 workers. Richardson said the economic adjustment program will enable the tribal enterprises to become a financially viable operation and maintain its position as the foundation of the reservation's economy.

The grants will meet the entire cost of carrying out the economic adjustment program, including the establishment of a $200,000 working capital revolving fund and sinking fund for retirement of the existing debt.

The funds will enable Menominee Tribal Enterprises to employ a management firm during the construction period and for three additional years.

EDA Grant To Southern Utes

The Southern Ute Tribe has received $650,000 from the Economic Development Administration (EDA) to continue its joint grant program.

The EDA grant is a supplement to the original Integrated Grant Administration (IGA) program totaling $2.4 million in grants and loans. The program was funded by five federal agencies, the State of Colorado, and the Four Corners Regional Commission.

New Structure For BIA Education Office

A new organizational structure is being planned for the Bureau of Indian Affairs Office of Education, it was announced by Morris Thompson, commissioner.

Certain major functions will be transferred from the BIA field units to the Washington headquarters, Morris said. As a first step, the staff of the new education director. Dr. William Demmert, will be enlarged.

Functions to be centralized in Washington include the administration of the Johnson-O'Malley funds for public school programs, higher education assistance programs and the ESEA Title program. Funding for these programs in 1976 amounted to more than $80 million.

Line authority has also been granted to the Washington central office over the BIA's three post-secondary schools: Haskell Indian Junior College. Institute of American Indian Arts at Santa Fe; and the Southwestern Indian Polytechnic Institute at Albuquerque, N.M.

Staffing in the Washington office will now include a Management Support staff. Planning and Program Development. Division of Elementary and Secondary Education, and a Division of Post-Secondary Education.

Demmert said the organizational changes are "responsive to the requests of Indian leaders and are in accord with sound administrative principles."

Nez Perce Receive Grant

The Nez Perce Indian Reservation has received a $41,492 grant to conduct a land-use study and prepare to increase income on the reservation.

The University of Idaho will conduct the study which is being funded by the grant from the Economic Development Administration. U.S. Department of Commerce.

The study will develop leasing programs andoutline plans for agricultural businesses such as a tribal farm enterprise and a grain marketing program. The study will also explore the possibility of constructing tribally owned grain elevators.

Management plans fothe Nez Perce Tribe's farming activities will be recommended and assistance will be provided to help the tribe carry out recommendations adopted from the study.

The University of Idaho will provide $31,758 to complete the $73,250 total cost of the technical assistance program for a year.

Requirements For Native American Studies Minor

COORDINATOR: Fred R. Gowans

ADVISORY COMMITTEE:

Glen T. Nelson – Agricultural Economics
Merlin G. Myers – Anthropology
Warren B. Wilson – Art and Design
Dale L. Berge – Archaeology
Charlene Lind – Clothing and Textiles
Lyal E. Holder – Education
Kenneth R. Sumpter – English
Ted J. Warner – History
Y. Con Osborne – Indian Education
Robert W. Blair – Linguistics
Larry Echohawk – Political Science
Arthur Dehoyos – Sociology

Many Indian and non-Indian students graduating from Brigham Young University in studies such as education, sociology, business, and political science will be brought into contact with the Native American people because of the nature of their occupations.

The Native American Studies minor is designed to augment and supplement students of various disciplines so that they may become more culturally aware of the heritage of the American Indian, thus promoting better understanding and cooperation.

The minor has been designed so that the student may select classes from a variety of interdepartmental courses if desiring a general background, or a combination of classes can be selected for an in-depth study in a specific discipline.

Students may make application or obtain further information by contacting the coordinator

Dr. Fred R. Gowans
113 BRMB
Brigham Young University
Provo, Utah 84602

REQUIREMENTS FOR NATIVE AMERICAN STUDIES MINOR

A total of eighteen hours (in addition to a regular major) divided as follows:
1. Core Courses: Indian Education 101, 107, and 323 ..... 9 hours
2. Elective courses chosen from the following departments ..... 9 hours

LIST OF COURSES

Agricultural Economics
355 (3) Rural Development Economics

Anthropology
317 (3) Native People of North America
320 (2) The North American Indian Today

Art and Design
105 (2) Ceramics for Nonmajors

Archaeology
415 (3) Southwestern Archaeology

Clothing and Textiles
221 (2) Weaving

Education
376R (1) Self-concept Development
376R (1) Adapting Instruction for Culturally Different Students

English
250R (3) The American Indian in American Literature

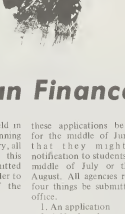
History
457 (3) The Indian in Latin American History
460 (3) The Hispanic Southwest
462 (2) American Westward Movement to 1825
463 (2) American Westward Movement after 1825
469 (2) The Indian in American History

Indian Education
101 (3) Introduction to Indian America
107 (3) Current Indian Affairs
111 (3) Indian Arts and Crafts
201 (2) Music of Indian America
202R (1) Music Laboratory – only two hours of credit applicable toward degree
307 (3) Contemporary Issues in Indian America – prerequisite: Indian Ed 107
323 (3) Introduction to Indian Ed
401 (3) Indian Oral Tradition
445 (3) Contemporary Native American Address

Linguistics
101 (4) First Year Navajo
102 (4) First Year Navajo
201 (3) Navajo: Language and Culture
301 (3) Advanced Navajo
301R (4) Audio-Lingual Study of an Uncommon Language
302R (4) Audio-Lingual Study of an Uncommon Language

Political Science
319R (3) Indian Tribal Government

Sociology
223 (2) Racial and Minority Group Relations



Important Items To Remember On Indian Finance

The Indian Financial Aid Office is established to serve the Indian students attending Brigham Young University. Inasmuch as most students must obtain funding in order to go to school, we are prepared to help them to obtain funding from the different sources that are available. We also counsel with students as to ways of budgeting so that they might get the most benefit from the funds which are received. We appreciate working with the fine caliber of students we have at BYU and we hope that all students feel that they can come to our office and consult with us about the financial matters which relate to their schooling.

Most students are aware that a grade point must be submitted to the funding agencies at the end of each semester. The funding agencies must use these grade reports in deciding whether or not the students who they are funding are completing at least 12 hours a semester with at least a GPA of 2.00 or above. Any student who falls below this level are in jeopardy of losing their funding. In sending these grades to the various agencies we are proud of the academic achievement of the students at BYU. Most students are meeting or exceeding the requirements and by doing so are assuring themselves of continued financial assistance from these respected agencies.

Listed below are important reminders for each student to be aware of.

September

The Basic Grant Eligibility Reports need to be brought to the Indian Financial Aid Office. A request for payment payment form should be filled out at this time and the students should have his signature notarized so that the request for payment form can be submitted.

New students should make sure that their agencies have a copy of their letter of acceptance and also a copy of their high school transcripts in order to expedite their funding. (This step must be done if not already taken care of during July or August.)

October

During the month of October, any student who has been put on probation by his or her funding agency should take a form which is available in our office to each teacher and have them indicate what grade that student is receiving as soon as the mid-terms are completed. This form in its completed stage should be sent to the funding agency so they can decide whether or not to fund that particular student for the following semester.

Pre-registration forms will also be available at that time for winter 1977. Students are encouraged to pre-register as soon as possible in order that they get on the first priority scheduling.

November

During the month of November, pre-registration forms are still available, so students can register for the winter semester. All students should do this in order to obtain the classes they want and avoid the possibility of having to register late and pay the $20 late registration fee.

December

During the month of December, class confirmation forms are mailed to the students who pre-registered. All students should make sure that the confirmation forms are signed and sent back to the Registration Office. The confirmation form is absolutely of no worth to anyone unless it is signed and submitted to the Registration Office along with proper payment. The Indian Education Department generally tries to prepay tuition, but if there is any amount owing on your confirmation, please bring it to the Financial Aid Office, 120 BRMB so that this can be taken care of and can be submitted on time.

Toward the end of December student copies of the Fall Semester grade reports should be available at the records office. Although the Indian Financial Aid Office does send grades to the various agencies, it is a wise thing for each student to send his grade report and a brief note or letter expressing appreciation for his or her funding so that the agency employee will know that students are serous about their education.

January

During the month of January, all students will have to sign their second semester BEOG forms. This does not mean that new applications will have to be sent in, it simply means that when the fall semester portion of the BEOG funding is received a form will be sent approximately two weeks later. That form will be held in our files and then at the beginning of winter semester, in January, all students will have to sign this form so that it can be submitted to the BEOG program in order to obtain the second half of the BEOG funding.

February

During the month of February, Basic Grant Application Forms for the 1977-78 school year will be available. All students who do not obtain a Bachelor's Degree from an institution are eligible to apply for this grant. Tribal agencies state that all students must apply for it or be prepared to receive $500 to $700 less per semester. This form should be available at the Indian Financial Aides Office and all students should fill them out just as soon as they are available just to avoid the fall semester problems which arise because students have not completed the BEOG forms.

Also during February, any students who desire to go to summer school and have not already obtained funding for that term should come to our office and fill out a Family Form and the necessary Tribal Application Forms so that the summer requests can be submitted early.

March and April

During the months of March and April, all students who desire to go to school for the 1977-78 school year should complete a Family Financial Form, necessary Tribal Application Forms, etc. in order that our office might submit the requests for funding for this period. MOst agencies require that these applications be submitted for the middle of June in order that they might process notification to students during the middle of July or the first of August. All agences require that four things be submitted to their office.

1. An application
2. A Need analysis
3. A letter of admissions
4. A copy of latest grades of high school transcripts

All four of these items must be in the agency's files before they will consider funding a student.

Also, during March, pre-registration forms are available so students can pre-register for the spring semester. All students should do this in order to obtain the classes they want and avoid the possibilty of having to register late and having to pay the 20 dollar late fee.

May

During the month of May pre-registration forms are still available for students who desire to register for summer term.

June and July

Pre-registration forms should be filled out and sent for the first schedule deadlines

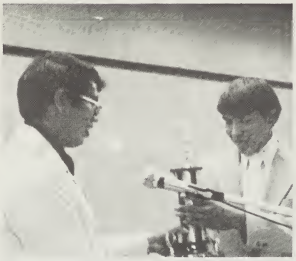
August

Submit confirmation forms to the Registration Office. Make certun that they are signed and that they are either pre-paid or else send them to the Indian financial Aids Office for a tuition voucher.

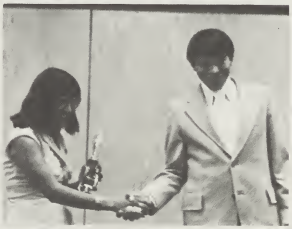
Follow these outlines carefully and look forward to a great year ahead.

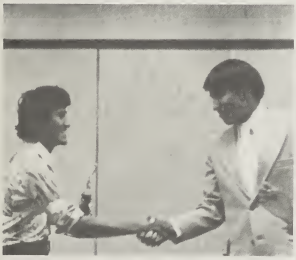
—SUMMER ORIENTATION—

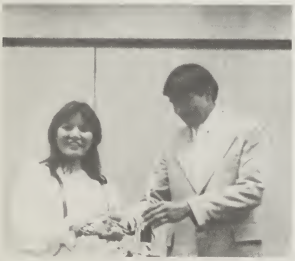
A REFLECTION OF SUCCESS...

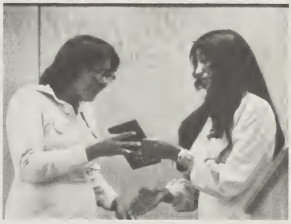


IS A NEW BEGINNING









Here's How It All Began

Indian Ed. Department

General Curriculum

In an attempt to bring all of the various services deaing with Indian students on campus together and administered under one office, Dean Whetten created the Department of Amercan Indian Education in 1966 and named Dr. Royce Flandro as its first chairman. This office was charged with the responsiblity of supervising Indian education, of assisting in recruiting of Indian students, of helping Indian students acquire grants and scholarships, of providing counseling services, and of assisting the students in finding housing and employment.

Coordination and planning of Indian education has been one of the major tasks of this office. It continued to assist in the administration of Indian Studies minor and with the Indian Teacher Education Program of the College of Education and, also, assisted the Indian students in the choosing of their classes. For a time certain sections of general education courses were designated for the Indian students. However, this arrangement did not meet the needs of the Lamanite students, so this department assisted in the development of an entirely separate curriculum. Consequently, most Indian students were advised into the special sections taught through the newly-established General Curriculum Department.

When Dr. Fiandro left on Sabbatical leave in 1968, Rondo Harmon, who had worked with him as advisor, became acting chairman of the department. He served in this position until Dr. Flandro returned and assumed the position in 1970. Dusing these last few years, this office has continued to work with Indian students during their entire stay on campus even after they have transferred into their major college and beyond their graduation. For example, the department helped in the establishing of an Indian Alumni Association in 1971. Dr. Flandro assumed responsibility for this follow through. in 1970 while Brother Harmon continued in his role of overseeing student services. In 1970 Dr. Arturo DeHoyos assumed responsibility for advising Indian students who were beginning work in graduate programs. He has also been involved in research and study programs.

Another significant area of involvement is that of recruitment of Indian students. In 1963 and 1964 active recruiting was undertaken and a sharp increase in the number of Indian students at B.Y.U. occurred. In 1967 and 1968 rigorous recruiting by the Church Indian Seminary, the LDS Student Placement Agency, counselors, missionaries, and the faculty of General College brought about another notable upswing in Indian enrollment. Recruitment in the last few years has been much more selective than in the early years of Indian involvement with emphasis directed to quality rather than quantity and has been handled mainly through the Seminary program and missionaries.

Financial coordination is still another area served by this office. Most Indian students receive monies from tribal funds or from the Bureau of Indian Affairs, and, in addition, the church has provided grants in varying amounts. The Indian Education Office has assisted each Indian student in obtaining and disbursing his funds. This office has also helped many students find full and part-time employment to help finance schooling and has been able to help individual students find adequate housing both off and on campus.

Counseling service has always been a major undertaking in this department because of the particular needs of these students who are competing in an alien environment. With the momentous task of counseling hundreds of students in their academic and professional pursuits, the department has enlisted the help of the faculty members in General Curriculum and has hired graduate assistants, many of them Lamanites, to assist in this service. This office has labored to make available to those students all of the services--counseling, employment, housing, scholarships--of the University.

Another area, related but not a part of this college, wast hat of religious involvement. The Church established a special B.Y.U. Ward, the 58th, with Lee Miller as bishop. Subsequent bishops of this ward have been Kut Olsen, Leon Hardigan, Hal Taylor and John Rainer. Two other Lamanite wards, the 92nd and the 97th, were later created as hundreds of additional Indian students, most of them LDS, enrolled at B.Y.U. James Pinegar was the first bishop of the 92nd Ward followed by Ben DeHoyos. Grant Williams has been the only bishop of the 97th Ward. The campus ward activity, campus religion courses, and general campus environment has strengthened many Indian students and has helped them to become more involved in Church functions including leadership roles, temple marriage, missions, and a general pattern of righteous living.

Today, these branches no longer exist, however, the evidence of leadership training is evident.

The first classes in the Department of General Curriculum were offered in the fall of 1966. The basement of the Gibbons House was hastily converted into a classroom and additional classrooms on campus scheduled for the influx of the newly-created department. During the spring and summer of 1966, five highly successful teachers were recruited:: Dean Rigby came from Orem Jr. High to teach freshman composition; Rush Sumpter, also an English instructor, came under recommendation from the English Department where he had taught as a graduate assistant; William Fox moved in from Orem High School to teach history; William Leichty from Skyview High to teach biological science; and Willis Banks, recruited from Pleasant Grove High School, served as department chairman and as an instructor of physical science. And so, instruction was underway.

The courses offered this first fall were general education courses--History 170, freshman composition, and survey courses in biology, physical science, and Book of Mormon. The students were the Indian students on campus and others drawn mostly from Provisional Registration, from Guided Studies, and from students returning to college after a long absence.

The first two years of course work (1966-68) were years of trial and frustration. Many psuedo-experts had propounded theories of Indian education--all none of these theories taught students. The neophyte faculty individually experimented and struggled. Laboratory demonstration programs and lecturing immediately proved ineffective and, eventually each teacher learned to adapt his personality to his field of study and to his students. The key to success appeared to lie in student involvement and in close student-teacher rapport.

Due to the closing of the B.Y.U. Laboratory Schools in the spring of 1968, a number of successful, innovative high-school instructors became available. Consequently, Dean Whetten added the following teachers to his faculty: Douglas Garbe and Louis Chatterly in mathematics, Verl Aliman in biology, Owen C. Bennion in physical science, and Can Osborne in English. This neat doubling of the faculty allowed an immediate increase in the number of classes taught through General Curriculum and prepared the way for corresponding increase in the number of students--both Indian and non-Indian--Served by this Department. Classes in geology, chemistry, physics, mathematics, religion and English that had not been available previously in General College were now opened. Claudia Young, a business instructor in high school, also joined the faculty at this time making course offerings in business education also available. Additionally, the faculty members taught Guided Studies classes in addition to their regular discipline assignments to help meet the needs of an unusually high number of Guided Studies students enrolled that year.

In the following year, Sandra Sandberg replaced Claudia Young and business education, and Royal Hurd joined the faculty on a part-time released basis from the William Fox in history. Thus was created the Department of General Curriculum, with Brother Banks designated as chairman.

In order to help these instructors find themselves, develop skills, and provide necessary innovation, Dean Whetten scheduled daily faculty training sessions under the direction of Brother Banks. These sessions later were held on a weekly bass rather than daily. The faculty read widely everything they could get that dealt with Indian education but found very little help in the "how-to-do-it" articles and reports. They, therefore, tried different methods of teaching and developed ways of student-teacher reaction.

Although the adminstration felt strongly that many students would need some pre-college training, subsequent experience proved this supposition only valid for a small number of students. Many of the students did need additional, supplemental work in these courses because of such academic handicaps as recent acquisition of the English language and poor secondary school experience. However, the instructors devoted an extremely heavy amount of out-of-class time to the tutornng of their students, and, at the end of the first school year, most students were prepared wil enough to amke satisfactory transition from General College classes into the regular classes of the University, and later, into the colleges of their major choice.

In addition to the general education classes offered through General College, the Department of Guided Studies offered courses in study skills, remedial reading, and developmental reading. These courses had been previously offered since the school-year 1961-62 under the Skills Improvement Services but transferred from there in 1965 to the newly-created Department of Guided Studies. Two faculty member, Dr. Howard Reid and Dr. Wayne Herline, thus joined General College staff, Reid serving as chairman of this new department.

These two departments constituted the teaching arms of General College. However, two other auxiliary service departments functioned closely in conjunction with General College. One of these areas was Provisional Registration which handled records and advisement services for the hundreds of students who enrolled annually at B.Y.U. without declaring a major and who were then retained in this department until such time as they transferred to a regular academic department. Later, this department enlarged the scope of its services to include career orientation classes and advisement and tutoring services.

The second area, not directly under General College at that time but closely correlating activities

General College

In June of 1965 Lester B. Whetten was named Dean of General College and given the charge of developing a program that would help Indian students to succeed in their academic courses here at B.Y.U. The charge was significant in that over half of the Indian students at B.Y.U. were failing even though other universities had experienced dropout rates as high as eighty percent with their Indian students. Consequently, Dean Whetten immediately began to analyze the courses is which our Indian students were enrolled. He also interviewed the Indian students and ascertained the depth of their frustrations and problems. In addition, he interviewed many instructors who had worked with Indian students and studied their methods of instruction.

Other universities, such as the University of Minnesota and Michigan State, which have successful General College programs, were visited by the Dean and their courses and administrative organization studied. Information gleaned here later proved valuable in the design of the new General College. Dean Whetten also visited the campuses of such universities as Arizona State, the University of New Mexico and Northern Arizona which have considerable numbers of American Indian students and examined the structure of their various programs. Most of the programs emphasized Indian studies rather than Indin students so the Dean became convinced that B.Y.U. would need to develop its own program and to specify on what had been done elsewhere.

Accordingly, Vice-President Earl C. Crockett appointed a committee in the fall of 1965 to make recommendations. The committee consisted of John Bernhardt, chairman, Ernest Jeppsen, Vern Jensen; Ralph Smith and Dean Whetten. After several seasons of dacussson and planning, the committee reported to the Dean's council on January 4, 1966, and, at that time, adopted the policy that General College would establish a two-year Associate Degree program in General Education with a special faculty and special courses which would not only meet the needs of Indian students but would also meet the needs of the other autdents in General College who were beginning their academic training. The committe further agreed that the faculty to be selected would be master teachers who had achieved excellence preferably at the high-school level. These teachers, then, would be trained in the teaching of Indians. Courses offered by the college would include the general education courses normally taken by freshmen students with some rehgion courses and skills courses in reading and effective study. The committee's new program and avoid segregated classes and open the new classes to all General College students, particularly those enrolled on probation in the Department of Guided Studies and those admitted with an underterrmined major. After due consideration, the committee decided to begin class offerings Fall Semester of 1966.

Consequently, Dean Whetten began an immediate search for faculty embmers. He wanted to find candidate who had Master's degrees and who had achieved recognition as teachers of unusual ability and skill. He hoped to find teachers who had had experience and had achieved success in teaching both fast and slow learners, and who, if possible, had also had expereine teaching Indian students. During the summer five instructors were hired, all of them highly recommended, Dean Rigby and Rush Sumpter in English, Willis Banks in general science, William Leichty in biology, and

The People The Courses

Tribe of Many Feathers

Mathematics Department. Dr. Arturo DeHoyos of the Sociology Department affiliated with General College and offered courses in sociology. John Fugal and Howard Barron and, later, Hal Taylor and Mel Peterson from the Religion Department were selected to offer courses designed primarily for Indian students in Book of Mormon, Gospel Principles and Practices, and New Testament. Norma Rae Arrington from the Speech Department has taught speech courses designed for General Curriculum students, Faculty offices this school year were located in the Faculty Office Building.

Another increase in Indian student enrollment forced additional faculty hiring in 1970. Charlotte Logreen, an English teacher with a varied background of experience in the South Pacific schools, joined the faculty as did Albert Pope, a mathematician who also had recently taught in the Church Schools in Samoa. The need for additional office space prompted another move, this time to the old Brimhall Building which was to undergo a major renovation to meet the expanding needs of General College.

What with Sabbatical leaves and faculty reassignments, new faculty members were needed in the fall of 1971. Ray Roreller, a biologist with high-school teaching experience in Wyoming; Ralph Ashby, a successful high-school mathematics teacher and coach; Robert S. Astover, a business instructor who had taught at Navaho Community College in Arizona; and Fred Gowans a historian who had most recently taught in the Church Institute program, were added to the faculty. As a result, additional courses in mathematics, business education and history as well as a new course in Current Indian Affairs were offered.

In 1972, under the new department title of Indian Education, no new teachers were added although Royal Hurd and Arturo DeHoyos became full-time in this department and John Maestas, an Indian graduate student and former Wyoming high-school debate coach, taught two courses in debate.

The General Curriculum Department instituted, with administrative approval, a two-year program culminating in as Associate of Arts degree. This program requires basic general education requirements similar to the four-year program but lowered to three hours of social, physical science, and biological science. Further, the program requires twenty-one hours in a concentrated area and eleven hours of electives. The faculty of General Curriculum served as counselors for the individual student. The first graduates of this program were awarded their Associate of Arts Degrees in the spring of 1968.

In addition to their teaching duties, the faculty of General Curriculum have assumed a major role in the advising of students. Approximately thirty students, mostly Indian but some of undecided majors or Guided Studies, have been assigned each semester toeach faculty member who has, then, counseled these student in academic matters, career opportunities, and, often, in social and religious concerns.

In the summer of 1950 a group of returned Indian missionaries, acting on a suggestion by Golden R. Buchanan, Church Coordinator of Indian Affairs, began planning a campus organization for Indian students. In the fall of that year a constituton was written and the Tribe of Many Feathers came into being. Charter members of the Tribe were Thomas Appah, Benny Murdock, Emory Sekayumtewa, Ed Cook, Bob Bennion, Lenn Shumway, Bonnie and Merril Bradshaw, Gloria and Bob G. William, and Mr. and Mrs. Kenneth Peck.

Since that time, with periods of ups and downs, the Tribe of Many Feathers has been a part of the activities of campus life. Membership in the Tribe has varied greatly but has shown increase commensurate with the increase of Indian students at B.Y.U. From the initial organization of three Indian members and nine Anglo members in 1950 the Tribe has grown to a membership of 300 in 1972 , 290 of whom are Indian students

The purpose of the TMF organization as declared in its Constitution is to "carry out such programs and activities as will promote the (our) objectives and to serve the needs and interests of the Indian membership thereof. Among the activities sponsored annually by the organization are the choosing of Miss Indian BYU, the entering of floats through years has brought TMF 2 sweepstake trophies in 1972 and 1975 in addition to placing in several other parades in 1975. Other activities include the hosting or participating in an All-Indian Basketball Tournament, the sponsoring of a Christmas social, the sponsoring of an Indian Week on B.Y.U. campus and participating in the annual Lamanite Youth Conference. In addition, one activity and one general meeting is sponsored each month. Each member is involved in leadership activities through such things as committee assignments.

The Tribe has readily accepted these responsibilities and has accomplished some major goals and participated in some outstanding programs here at B.Y.U. in the past few years. One of the major efforts has been the sponsoring of Indian Week. This activity has grown to become one of the major events on campus with its varied week-long activities consisting of Tribal dances, displays of arts and handcrafts, Indian cultural displays and programs, debates, discussions and guest speakers representing outstanding Indian leaders throughout the nation.

Another very successful activity has been that of selecting a Miss Indian B.Y.U. The contestants engage in a series of competitive events. Each contestant is required to have tribal affiliation, to be a full-time student of B.Y.U., to agree to participate in the Miss Indian America Contest and to uphold the standards of B.Y.U. Some very lovely girls have represented the Indian students at B.Y.U. During the last few years Mary Powless, Milhe Chestnut, Jeanie Sekayumtewa, Vickie Washburn, Ester Pooley, Thola Ricker, Verenda Dosela, Louella Mahone, Emily McCabe, Nora Begay, Vickie Bird, Glenna Jenki, Charalynn West, and Millie Cody have served as Miss Indian B.Y.U. and have made many appearances and fulfilled many speaking assignments throughout the country. Nora Begay, Miss Indian B.Y.U. of 1970-71 went on to become Miss Indian America for 1971-72, while Glenna Jenkin, Miss Indian B.Y.U. for 1972-73, was alternate Miss Indian America. Deana Crowfoot, a Blackfoot-Saultaux, reigned in 1975-76 and is currently Miss Princess Alberta, 1976-77. Jean Harmon, a Yankton Sioux, is the reigning Miss Indian B.Y.U. Jean is Miss Congeniality to the Miss Indian America.

Since its beginning, the Tribe of Many Feathers has helped in furnishing hundreds of programs emphasizing Indian dances, costumes, and speakers. These programs have been given in MIA fireside, public schools, mission fields, and within the last few years, to people throughout the world under the sponsorship of the B.Y.U. Program Bureau. The effect of these programs in attracting Indian people to the university, the placement program and to the Church itself is unmeasurable but, most certainly, tremendous.

In the Spring of 1975, TMF made new history. For the first time, TMF had a woman elected as president — Ramona E. Nez. During that year, TMF developed greatly in new programs, activities, participation in sports and membership. In 1975 TMF placed high in the brackets of BYU intramurals and took the Supremacy Award and Participaton Award. To highlight the year was to receive a proclamation from Gov. Rampton of Utah for the Indian Week Festivities. Several accomplishments were made in 1975 to bring TMF to a new peak. The current president of TMF is Sandra Lucas.

Continued Story of General College

with it, was the Institute of American Indian Services under the direction of Brother Paul Felt. Fro several years, this office has assisted Indian students in their academic adjustments on campus by providing counseling service and assisting in club and social activities. Furthermore, this office supervised many off-campus programs which involved technical and specialized help in such areas as agriculture, building, education and research into certain aspects of current Indian affairs. Later, under the direction of Elder Spencer W. Kimball, a Church-wide Indian Committee was established to correlate all services to the Indian people. Brother Felt served as a member of this committee representing Indian Services as did Dean Whetten, representing Indian education at B.Y.U.

Still another leader was drawn into General College at this time. Dr. Royce Flandro who had coordinated a program of Indian Teacher Education in the College Teacher Education in the College of Education transferred into General College and the new Indian program as chairman of the Indian Education Department.

In the next few years, General College grew rapidly. The number of Indian students at B.Y.U. rose dramatically as active recruiting of Indian students was increased and as news of the Indian program at B.Y.U. circulated throughout various reservations and tribal offices. Table I below shows the increase in Indian enrollemtn for a ten-year period.

TABLE I

ENROLLMENT OF AMERICAN INDIAN STUDENTS AT B.Y.U.

Year	Number
1963-64	43
1964-65	119
1965-66	140
1966-67	122
1967-68	135
1968-69	248
1969-70	332
1970-71	521
1971-72	535
1972-73	494

However, Indian students constituted only a minor part of the total enrollment of General College. All students admitted into the university with undeclared majors and all students admitted into the university under academic probation entered General College. So the total number of students in General College during the same period are as shown in Table II.

TABLE II

ENROLLEMTN FIGURES FOR GENERAL COLLEGE

Year	Number
1964-65	3,945
1965-66	3,672
1966-67	2,790
1967-68	2,822
1968-69	3,121
1969-70	3,481
1970-71	3,041
1971-72	3,611
Fall-72	2,964

In order to meet the needs of the expanding number of students in General College, additional faculty members were hired. Some joined General College from the B.Y.U. Laboratory School which closed down in the spring of 1968 and others were recruited from outside sources, especially from high schools throughout the area. Consequently, from the five teachers in General Curriculum in 1966, the number reached fifteen full-time teachers and several part-time teachers in 1972.

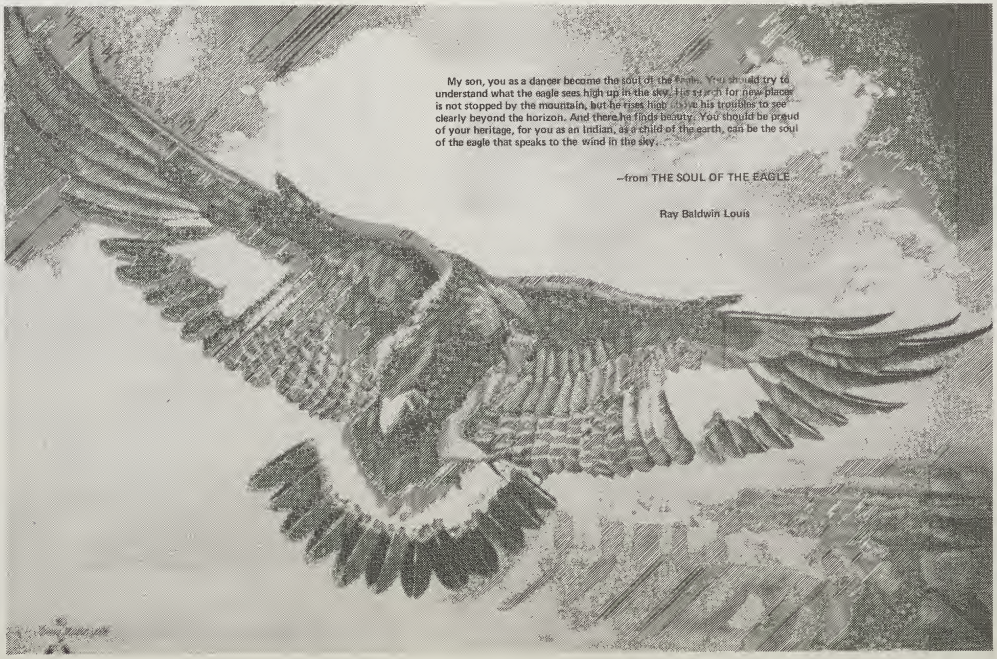
With the acquisition of additional faculty, a greater variety of courses were available to the students. The faculty now taught a spectrum of courses in mathematics and business education and introductory courses in English, physics, chemistry, geology, speech, psychology, sociology, and history as well as a variety of courses in religion. Multiple section sin each of these courses were available to the students although the administration tried to maintain a maximum number of thirty students in each section. Normally, the classes were open only for General College students, and efforts were made to maintain a ratio of 60-40 of Anglo and Indian students in each section.

On of the disadvantages during the early years of General College was the lack of a centralized location on campus. Dean Whetten first established his office on the third floor of the Smoot Adminstration Building. Dr. Reid and Dr. Herline also maintained their offices nearby. The following year the new faculty was housed in the Gibbons and West Crandall houses on the rim of the hill north of the Administration Building. The basement of the Gibbons house was converted into a classroom and the first General Curriculum classes in history, physical science, and biology taught there. English classes were taught by Brothers Rigby and Sumpter in various college classrooms. Offices were provided fro the General Curriculum faculty on the main floor of the Gibbons house. This housing situation lasted from 1968 through 1968. In the summer of 1969, the faculty moved to the Young house since construction was starting on the new Activities Center, with the Gibbons house slated for removal. This stay was very brief and in the fall of the year the General Curriculum faculty again packed books and paper clips and moved to the Faculty Office Building on the rim of the hill above the old football stadium and really became integrated into the hustle and bustle of campus activity. In the fall of 1971 another move was made into the remodeled main floor of Brimhall Building wehre, for the first time, all the faculty of General College were housed together.

In august of 1967 the Dean moved into a suite of offices in the A-annex of the Jessie Knight Building where the new Tutoring Services and Career Orientation Department were also housed. At this time the Guided Studies Department took over the West Crandall House on the hill north of the Administration Building where they not only had offices but also converted the living room of the home into a classroom for developmental reading and effective study classes. The Indian Services Department under Brother Felt moved to the Faculty Office Building in 1968 and on to the Brimhall Building in 1970. In 1970, along with the rest of the General College faculty, the Guided Studies Department moved into thy Brimhall Bruilding. The Dean at this time moved onto the remodeled Ibert J. Grant Building where his office still remains.

Following is a discussion of the various departments and programs of General College with beiographical sketches of the Deans and Department Chairmen.

The Soul of the Eagle


My son, you as a dancer become the soul of the eagle. You should try to understand what the eagle sees high up in the sky. His search for new places is not stopped by the mountain, but he rises high above his troubles to see clearly beyond the horizon. And there he finds beauty. You should be proud of your heritage, for you as an Indian, as a child of the earth, can be the soul of the eagle that speaks to the wind in the sky.
—from THE SOUL OF THE EAGLE
Ray Baldwin Louis